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ABSTRACT

The University of California Irvine (UCI) and Beit Berl College (BBC) in Israel developed an action research project with cooperating teachers at their Professional Development Schools. This paper examines perceptions of UCI and BBC cooperating teachers within each culture and across cultures regarding: (1) contributions teachers provide to student teachers and benefits they gain from collaborating with them; and (2) effects of coaching on cooperating teachers' personal and professional lives. In both countries, student teacher/cooperating teacher experiences were based on the Costa/Garmston Cognitive Coaching model when mentoring students. Data came from recorded dialogues between university associates; informal interactions among principals, cooperating teachers, and university faculty; and end-of-year surveys that examined mentor-student teacher relationships. Participants completed surveys yearly between 1994 and 1996. Data from 1994-1995 found substantial differences between American and Israeli cooperating teachers in perceptions and behaviors. Over time, perceptions about cooperating teachers' contributions to student teachers changed. Israeli mentors did not indicate having gained from their coaches, while American mentors reported that they did, both professionally and personally. Respondents, particularly Americans, were positive about Cognitive Coaching. Three appendices contain the UCI 1994 and BBC 1995 questions, the UCI and BBC 1996 questions, and 35 references. (SM)

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A Cross-Cultural Perspective of Teachers' Perceptions: What Contributions are Exchanged Between Cooperating Teachers and Student Teachers?

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A CROSS-CULTURAL PERSPECTIVE OF TEACHERS' PERCEPTIONS: WHAT CONTRIBUTIONS ARE EXCHANGED BETWEEN COOPERATING TEACHERS AND STUDENT TEACHERS?

This study explores the perceptions of teachers about mutual contributions exchanged while coaching students teachers. Tthe University of California-Irvine (UCI) Department of Education in the United States and Beit Berl College (BBC) in Israel developed an action research project with cooperating teachers in their corresponding Professional Development Schools. In both countries, the student teacher/cooperating teacher experience has been based on the same philosophy and followed similar processes using a modified form of the Costa/Garmston (1994) Cognitive Coaching model when mentoring student teachers.

Purpose

During the Fall, 1993, the UCI/PDS Staff Development Liaison, initiated an action research project to focus on the changing role of the cooperating teacher within a University/K-12 collaborative teacher education program . A visiting scholar from Israel joined the UCI/K-12 project in late Fall, 1993 when the decision was made to address a broad goal throughout the research project: Study "The impact of the UCI Professional Development School model on the cooperating teacher in the classroom and beyond". More specific aeas of focus and research questions emerged through talking and listening to PDS participants in the US and Israel between 1993 and 1996.

The focus of this paper is to examine the perceptions of UCI and BBC cooperating teachers within each culture and across cultures with respect to two key questions. The questions reflect the potential mutual benefits intended as part of the teachers' changing roles to University/College Associates: (1) What contributions do teachers provide to the student teacher and what benefits do they draw from collaborating with a teacher-in-training? (2) Does "coaching" have any effect on the teaching and professional life of the cooperating teacher? (Clinard, Ariav, et. al., 1995; Ariav and Clinard, 1996)

UCI/BBC Teacher Education Programs

The UCI and BBC teacher education programs are very different. The UCI Department of Education was established as an Office of Teacher Education in 1966 offering credentials for teaching and administration. As a Department of Education since 1991, UCI now offers an Ed.D. in Leadership in collaboration with UCLA and three

professional education credential programs: (1) an administrative credential program, (2) a one and a half year intern program, and (3) a full-time, fifth year teacher preparation program.

Beit Berl College is a college for teacher education and the preparation of other educational professions, e.g., counselors, school librarians, and principals. BBC offers a four-year teacher education program in which graduates earn both a Bachelors in Education (B.Ed.) and a teaching certification in one of the following departments: early childhood, special education, elementary education, secondary education and informal education. The college is one of Israel's largest teacher education institutions, with an average of 5,000 students in preservice and inservice programs, and some 350 FTE faculty members.

Professional Development School Process

The UCI Department of Education Professional Development School program was explored with one school in 1991-92 and expanded in June, 1992, to a partnership with over forty-two K-12 schools as a collaboration in training student teachers within the full-time, fifth-year program. PDS site administrators and teachers have worked closely with the UCI credential faculty in developing goals and offering suggestions for continual improvement of the program. UCI/PDS representative meetings and University Associate Dialogues are planned for the purpose of talking and listening to one another.

Preservice teachers earn Multiple Subject (elementary Kindergarten through sixth grade) or Single Subject (secondary middle school through high school) credentials in the fifth-year program. The UCI program averages 100 student teachers annually.

When the two institutions began working together in the development of PDS's in 1993-94, UCI was already in its third year of implementation of the school/university partnership. The UCI model was piloted in 1991-92 with one school (Clinard and Roosevelt, 1993). The UCI/PDS network expanded in 1992-93 to an average of 42 active PDS collaborative teacher-training sites per year. Administrators from districts and schools where UCI traditionally placed student teachers were invited to meet in June, 1992, with UCI credential faculty to (1) reflect upon the 1991-92 UCI/PDS experience, (2) explore the key elements in the Holmes report (1986), Goodlad (1990),

and other K-12/University teacher education literature , and (3) set goals for a UCI Professional Development School program:

UCI/PDS GOALS

(June, 1992)

1. *Major Goal:*

   Continual improvement of the education of K-12 students and teachers of tomorrow.

2. *Specific goals:*

   a. Promote respect of differences and positive support among partners.

   b. Provide ongoing opportunities for dialogue.

   c. Encourage application of research-based and reality-based instruction.

   d. Empower participats to use their own ideas and to share ideas to address the needs of their students and state/local curriculum guidelines.

UCI Professional Development Schools are currently K-12 public schools in nine Orange County school districts. Administrators and teachers within each site are asked to demonstrate a commitment to the UCI/PDS goals by actively participating with Department of Education faculty in developing and continually improving the UCI/PDS teacher-training process. An average of two to three teachers participate annually per site with a total average of 158 teachers participating between 1993-1996. An average of 52% elementary and 72% secondary cooperating teachers were new to the program each year between 1993-94 and 1995-96.

The following statements describing possible student teacher/cooperating teacher roles were developed together by UCI faculty and school administrators at the first UCI/PDS meeting in 1992:

1. Master Teacher - Student Teacher relationship needs to be coaching side-by-side.
2. UCI and local districts work together in training of Master Teachers.
3. Student teaching orientation should involve Master Teachers.
4. Clear expectations of Master Teacher should be developed and distributed.
5. The culture of the school needs to celebrate the concept of Student Teacher.
6. Exposure to high quality Master Teacher is needed.
7. Improve the dialogue between University and local school districts in the selection, preparation, and support of Master Teachers and Student Teachers.

These ideas provided the foundation for the UCI/PDS roles: (a) elementary and secondary coordinator responsibilities expanded as they worked with PDS site administrators in assigning teacher candidates to PDS sites for fieldwork and student teaching, and they monitor the progress of each preservice candidates during fieldwork and student teaching; (b) Department of Education supervisors became Advisors who provided content-area support to student teachers and PDS sites; (c) master teachers became University Associates (UAs) who coach student teachers; and (d) the role of UCI/PDS Staff Development Liaison (SDL) was created to facilitate the change in the UA role (Clinard, 1993).

In 1993-94, a visiting scholar at UCI began working with the action research aspects of the UCI/PDS project. Upon returning to Israel, she introduced the UCI/PDS approach at BBC and was assigned as the SDL to explore the process with one school, Afek Elementary. The Professional Development School concept was not common in Israel. Most of the work with cooperating teachers was (and still is) done in on-campus training provided by the teachers' colleges and financed by the Teacher Education Department of The Ministry of Education. The pilot partnership with Afek did not receive any support nor funding from The Ministry of Education.

The BBC/PDS project was introduced to the Afek staff at the beginning of the school year (six weeks before the beginning of the academic year at the College). In a series of lectures, discussions, and workshops in the school, the new role of College Associate (CA) was developed, with the objective of including <u>all</u> teachers(21) in the school in the coaching process of the student teachers. Over two years (1994-95 and 1995-96), each entire class of freshmen student teachers in the elementary education department at BBC did their field experience at Afek Elementary.

Hence, although the goals of UCI/PDS and BBC/PDS were similar, there were differences in the organizational context of the two institutions and in the processes which took place in the establishment of their cooperating schools.

<u>Key concepts</u>

Three key concepts have influenced our study which focused upon examining UA and CA perceptions when coaching student teachers in Professional Development Schools within two cultures (America-Southern California and Israel) and across cultures.

The first is the concept of Professional Development Schools, initiated by the Holmes Report (1986) and then interpreted and developed in various ways (Darling-Hammond, 1994). Interest in PDS emerged in recent years because they seemed a promising model for connecting school renewal and the reform in teacher education (Levine, 1992; Lieberman and Miller, 1990).

There is growing evidence that mutually-respectful dialogue among teachers, student teachers, and teacher educators provide insights which promote effective changes in the schools and in preservice education (Grimmett, 1996; Johnston, 1996; Anderson, 1993; Powel, 1995; Franke and Lars, 1996; Broko and Mayfield, 1995; and Tsui, 1995; Goodlad, 1991; Goodlad, 1990).

A second key concept is that of ongoing professional development and life-long learning of teachers (e.g., Wileen and Grimmett, 1995; The Holmes Group, 1995) The understanding that preservice is only a beginning stage in the teaching profession leads toward efforts to find avenues for practicing teachers to study and grow continuously.

A third key concept is that of reflective practice (e.g. Berliner, 1996; Lieberman and Miller, 1990). Reflection is crucial to the cycle of teaching: the planning phase before teaching, the interactive phase during teaching, the retrospective stage after teaching, and the application stage (Peterson and Clarke, 1986). While many teacher educators applaud this idea and acknowledge its importance, it is hard to know what is a "good" reflection. How can one develop reflective abilities and skills, and how can expert knowledge in the reflective process of mentor teachers and novice teachers be applied?

Costa and Garmston (1994) have developed Cognitive Coaching as a process built upon (1) mutual trust between a coach and coachee, and (2) meta-cognitive thinking. Costa and Garmston (1995) use reflection as a pivotal element in the coaching process

A "planning conference" held before a lesson provides coaches an opportunity to ask basic, yet thought-provoking, questions that prompt a teacher to think before teaching, e.g., "What is the primary learning objective for your lesson?" "What strategies will be used to address the objective?" "What evidence will you see that the objective is being met?" "What data should the coach collect and share after the lesson?"

Objective data is collected by the coach during observation A seating chart may be used, for example, to document an exchange of dialogue between a teacher and students by marking questions which are asked of the whole class and questions asked to individual students. A tape recorder may document the questions teachers ask to probe students' thinking.

A "reflection conference" provides the coach with an opportunity to ask questions which prompt one to think about the objectives which were addressed during the lesson, the strategies which were used, the evidence which the teacher used to make changes during a lesson, and the reflections which prompt one to make changes in the future. The coach serves as a mediator of one's thoughts and decisions.

The new role of the cooperating teacher

Changes in the role of cooperating teachers in PDS networks have been described extensively in recent years (e.g., Ungaretti, et. al., 1996; Lee and Wilkes, 1996; Winograd, et. al., 1995; Anderson, 1993; Feiman-Nemser, 1993). Mentoring by cooperating teachers has been suggested as a process for redesigning teacher education by calling for teacher candidates to work closely with experienced "mentor" teachers in university/school partnership settings, such as professional development schools (Holmes Group, 1990).

Yet, some studies show that mentors to teacher candidates promote "conventional" practices, thus limiting educational reform and positive change. (e.g., Feiman-Nemser, Parker, & Zeichner, 1993). To prevent a cycle of training in which mentors promote the status quo, it has been suggested that novices must be placed with mentors who are already reformers in their schools. (Cochran-Smith, 1991) A UCI Science and Mathematics Mentor Teacher Project from 1984-87 identified well-qualified mentors who received support as they worked with Science and Mathematics novice teachers (Peterson, 1989). Tauer (1995) suggests a concept inherent in the UCI/BBC project which is the focus of this paper, i.e., program developers should focus on creating optimal conditions for mentors rather than focus only on making optimal matches.

Insufficient research exists to suggest effective and meaningful ways to prepare cooperating teachers for their new role as mentors to student teachers. (Little, 1990) Even less is known about the contributions of mentors to mentees and vice versa, and about the impact of the mentoring process on the cooperating teachers. It is assumed that mentors benefit from working with novices (Clement, 1996), but this assumption is

considered a common-sense belief and it does not appear to have been directly examined.

Most studies on cooperating teachers overlook their perceptions about the coaching or mentoring process. These studies tend to ignore the cooperating teachers as individuals who could benefit or be negatively affected by their new role. The UCI/PDS and BBC/PDS study focuses on these potential effects on the mentor as a coach, as a teacher in the classroom, as a professional educator, and as a private person.

Key research questions

The original focus of this action research study was to explore "the impact of the UCI Professional Development School model on the cooperating teacher in the classroom and beyond". Specific questions emerged from documenting cooperating teachers' discourse throughout three years and analyzing data for patterns and categories. Early conversations among UAs at UCI dialogues focused upon their role as "coach". CAs in Israel discussed similar issues. A primary focus emerged concerning the mutual benefits of the coaching process. UAs and CAs asked the following questions overtly or implicitly:

1. *What do I contribute or what am I supposed to be contributing to the student teacher?*
2. *What benefits do I gain from working with student teachers?*
3. *Is the coaching experience having any effect on other teachers in their classrooms?*
4. *Is the coaching experience having any effect on teachers' beyond the classroom?*

The collaborative action research

The UCI and BBC Staff Development Liaisons and cooperating teachers collectively collected, analyzed, and interpreted the data in our research project. Early theories, discoveries, and lingering questions which were emerging from this process were presented at the AERA conference in 1995 (Clinard, et. al., 1995). The UCI/BBC project is based upon elements of collaborative action research proposed by Goswami and Stillman (1987) and Oja and Smulyan (1989).

The UCI and BBC research process also regards the cooperating teachers as researchers and has elements of teacher research as highlighted by Cochran-Smith and Lytle (1993).

Data in Israel and the U.S. were gathered using the same methodology:

•University Associate/College Associate Dialogues were scripted, taped, or key elements and comments were documented in other ways by the SDL and cooperating teachers. During 1993-94, the UCI/SDL and her Israeli research colleague collected and analyzed UCI data. Each collected data in their separate countries between 1994-96. UCI dialogues which began in 1993-94 were facilitated by the UCI Staff Development Liaison (SDL) with UCI University Associates. The BBC/SDL and a colleague facilitated dialogues with Beit Berl College Associates beginning in 1994-95. The dialogues were scheduled regularly to discuss student teacher expectations and provide feedback about the coaching of student teachers. UCI/UAs are asked to participate in two dialogues annually. An average of four UCI/UA dialogues were offered. BBC/CA dialogues were scheduled at Afek Elementary School three to four times per year. UAs and CAs shared coaching vignettes, difficulties and progress, engaged in problem-solving processes, and provided support to one another.

•Informal interaction among the principals, the cooperating teachers and the university or college faculty provided important data in each country. Through these conversations and contacts more personal information flowed and enriched the group data of the dialogues.

•End-of-the-year questionnaires were suggested in 1993-94 by UCI/PDS site representatives and UAs. Questions were developed based upon the patterns and issues which emerged from previous UCI data. Content analysis of the dialogues and the informal conversations helped shape the content and structure of the questionnaires. Also, UA feedback and responses from the semi-structured first questionnaire guided the modification of the second questionnaire which was designed in a more structured way. The first version of the questionnaire was distributed in California in 1994 and sent to Israel for possible use in 1995. The researchers and CAs translated the questions to Hebrew, then revised some questions A second version was developed and distributed in California in 1995 and 1996. It was adapted at BBC in 1996.

The UCI 1994 and BBC 1995 questionnaires contained eleven similar open-ended questions, three of which yielded insights about contributions exchanged between mentors and student teachers. (See Appendix A). The corresponding items in the second version of the questionnaire appear in Appendix B.

An average of 162 elementary through secondary UA's participated annually in the UCI/PDS program between 1993-1996, and an average of 21 CA's participated annually in the BBC/PDS program. Yearly participation in the UCI/PDS dialogues averaged 67% over three years. The BBC/PDS dialogues reached 90% participation. Response rate on the questionnaires averaged 56.3% in California and 44% in Israel.

Data from ALL the above sources were put in a qualitative and quantitative database. Discoveries related to the key research questions were then presented as raw materials for reflection, deliberation, and interpretation to UCI/UAs individually and in small groups and to BBC College Associates at Afek Elementary School in 1996-97.

Initial Cross-Cultural Discoveries (1994-95)

Initial discoveries from the first year of the cross-cultural study in 1994-95 indicated substantial differences between the American and Israeli cooperating teachers (Ariav and Clinard, 1996). Briefly, the following trends emerged:

- UAs and CAs clearly identified their contribution to student teachers, but they emphasized different areas. In Israel, mentors expressed their main contribution to student teachers was in helping them see students from a personal perspective and being attentive to their individual needs. Israeli CAs identified "use of manipulatives" and "identifying individual differences" as most important contributions. In the U.S., mentors focused more on classroom management techniques. Both groups mentioned other areas of contribution, such as: instructional ideas, teaching techniques, and reflection.

- American mentors identified areas which were influenced through their interaction with student teachers: self-esteem, professional pride, and professional activities that are not directly related to classroom instruction. In general, the Israeli teacher did not identify specific contributions of student teachers to them.

- The UCI cooperating teachers said that the coaching process had an impact on their own teaching, such as using non-judgmental feedback with students and doing more self-reflection. The BBC cooperating teachers generally did not express a clear influence except for two teachers; one made comments about an improved ability to observe children in a whole-group activity, and another about self-reflection.

- UCI mentors acknowledged a variety of domains beyond the classroom where coaching student teachers had a contribution: increasing sense of professionalism, networking with other educators, etc. BBC mentors did not identify influences beyond the classroom except for one teacher who found Cognitive Coaching helpful when working with colleagues.

Cross-Cultural Interpretations and Discoveries (1994-96)

Data from 1994-95 and 1995-96 were presented to teachers in "reflection sessions". The Cognitive Coaching approach was used by the SDLs as we presented the data. UAs and CAs were guided to think, raise questions, explain, speculate, and suggest interpretations of the data. The primary goals of this study were the focus of the reflection, deliveration, and interpretation, i.e., : (1) Examine the perceptions of UCI and BBC cooperating teachers within each culture about the changing role of UA and CA working collaborating with the teacher education program and (2) explore insights and interpretations offered by cooperating teachers across cultures which could benefit each institution and UCI/BBC PDS participants as they worked together for the continual improvement of the education of elementary through secondary students and teachers of tomorrow.

A. Contributions to student teachers

There seems to be a change over time in the perception of cooperating teachers about their contribution to their student teachers. Based upon the responses of the 1995 and 1996 questionnaires, we found some changes within each group. For Israelis, discipline and management issues were not ranked or even mentioned in 1995, yet they were ranked as one of the most important in 1996. Curricular and pedagogical issues such as "use of manipulatives" and "individualizing instruction" were ranked highest in 1995 and were ranked as less important in 1996.

The U.S. respondents placed greatest importance on providing student teachers with discipline and management skills in 1995 and 1996, but they changed levels of importance in almost every other area of contribution with small numerical differences among 10 of the 12 categories.

Opinions have shifted within each group over time. Across cultures there are different perceptions of the areas in which cooperating teachers (UAs and CAs) contribute to student teachers. Table 1 presents the 1996 data in both countries. UAs and CAs were

asked to "Write a number from 0-4 to indicate the degree to which you contributed the following to your student teacher." ("0= Very little contribution" to 4= Great contribution")

Table 1

Averages and Rank Order of University/College Associates' Contributions to Student Teachers

AREA OF CONTRIBUTION	UCI UAs		BBC CAs	
	Average	Rank	Average	Rank
Classroom discipline, management strategies	3.84	1	2.77	1
Ideas for lessons/units	3.65	3	2.77	1
Understanding of school climate and culture	3.56	4	2.77	1
Organization, record keeping, time management	3.46	8	2.77	1
Assessment strategies	3.49	7	2.69	2
Alternative instructional theories/styles	3.55	5	2.69	2
Flexibility/adaptibility	3.80	2	2.61	3
Grouping techniques	3.6	10	2.61	3
Subject matter knowledge	3.49	7	2.42	4
Use of materials and media	3.34	9	2.30	5
Strategies for working with mainstreamed students	-	-	2.15	6
Insights about students' backgrd., cognitive dev.	3.52	6	2.11	7
Bilingual skills/working with immigrant students	.78	12	.15	8
Sheltered language insights and strategies	1.96	11	-	-

UAs and CAs at each institution wrote very few comments after this item:

- *We became a "team" that I hated to give up. (elementary UA)*
- *Subject matter knowledge was necessary, although usually is not. My candidate was especially weak in physical and earth sciences. (middle school UA)*
- *My student teacher had a profound knowledge of the subject matter. She was very familiar with our English curriculum. (high school UA)*
- *I felt student teacher had little background in class management or assessment techniques. Would like to know what skills have already been imparted to her in classes. (middle school UA)*
- *The student teachers are only one day a week in the school. This is a drop in the bucket and therefore it is hard to accomplish a lot. (BBC/CA)*

When presented with their own data from the two years, cooperating teachers from Afek Elementary in Israel criticized the rankings of both years. They explained:

- *"What was said in '95 was said honestly, but there was not sufficient individual experience (of the teachers in coaching)...this is a process you have to experience and get cooked in...only now we have started to internalize the idea (of cognitive coaching...) It is a process you have to go through, it is a different way of looking and thinking on life in general and not on instruction."*
- *"Discipline and classroom management were in the top (in '96)? I am a bit shocked...maybe because it is a frequent operation."*
- *"I think that student teachers get much knowledge about the subject matter and learning styles in the College, but classroom management strategies must be acquired in the field, the cooperating teacher can transmit this knowledge. This is how I explain the data.*

Although the Afek teachers were presented at this point only with data about their perceptions of the contributions they made to student teachers, they kept on jumping to the other three issues, i.e., "student teacher contributions to me" and "impact of coaching on me as a teacher and as an individual". They seemed more interested in what they learned in the process than in what they gave to their mentees. Therefore, we changed the order of the data presentation according to the developing discussion and focused on the other questions more than on the first one.

When UCI/UAs were asked to interpret the surveydata, one UA asked two questions about the UCI 1995-96 data and then showed immediate interest in examining the Israeli data:

> *What is it about our (U.S.) youth or training or classrooms...that makes discipline come first? If students are engaged, do discipline problems go down?.....When you recognize individual differences(pointing to"use of manipulatives" and "identifying individual differences" mentioned n 1995 by Israeli teachers), that is a means to behavioral changes. Getting the students engaged in what you are teaching them can alleviate the problem of management. What we're doing in math right now is just that. Those of us who are interested in math reform are looking at other countries and are interested in what is successful. ...In the United States, we need to stop taking mathematics and spreading it out on a platter and getting to little depth, but here, this data shows that they (Israelis) recognize the importance of identifying individual differences. They're interested in the different ways kids are learning....*

My student teacher involved the students from day one and she never had a discipline problem....accepting their individualities, accepting the ways that they learned....When the students have a kinship to that teacher, whether that is a student teacher or regular teacher, and are treated like human beings. People who are treated like human beings will treat others like human beings.

A second UA commented while looking at 1994-95 and 1995-96 UCI data:

It's fascinating to see the match from one year to the next in only one or two areas which the UA contributes to the Student Teachers. Most other areas changed (over time) . I think that that is because student teachers may differ a great deal year to year, so the UAs need to adjust. I know that I answered the question differently each year, because I coached student teachers who came with very different experiences and needs each year.

This UA was then asked: "Within our UCI/PDS program, we have a large turnover of UA's (52% new elementary UAs and 72% new secondary UAs over the past year), could the differences between 1995 to 1996 be explained by this turnover?"

Possibly, but I don't think so. I have been a UA for each year of the study, and I have answered the question differently each time, depending upon my experience with each student teacher.

Another UA noticed the high ranking of "adaptability and flexibility" by UCI UA's in both 1995 and 1996. She was reminded of her student teacher:

A..... is constantly revising daily plans and adjusting to the needs of children. Sometimes that (change of plans) is due to complexities of scheduling...

A fourth UA asked questions to clarify her purpose and role as she interpreted the data,

Am I as interested in the correlation between the two years as I am the ranking and the priorities and the distribution of time and energy?

She looked carefully at the data before commenting further.

It almost makes it impossible to separate the UA model and the Cognitive Coaching component from how these things rank. As I look at the first year, it occurs to me that probably with some important exceptions the priorities emerge almost in a hierarchical way in terms of the level of cognitive generalization of the teacher in training.

.....

In both years, classroom discipline was number one. I think for the teacher-in-training and for the teacher in general personal and emotional safety is very tied up in that. We don't

start analyzing at the higher levels what can be happening and how things have gone until those things are under control. So, many conversations for teachers-in-training are about that kind of thing.

And it's, of course, related to their age and experience. If they enter the profession when I did in my early thirties, there may already be a comfortable adult identity within the individual, so classroom management issues are not as much a problem. I had hardly any conversations about discipline, and its not because there is anything profoundly irregular about me. I was just already used to dealing with kids...

...if you could make concentric circles, you could probably create a graphic for these and see that some of the last things to be addressed are some of the most subtle and metacognitive aspects of teaching. The fact they are even being addressed in their relationship between a teacher-in-training and the UA is wonderful....

B. Contribution of Student Teachers to Cooperating Teachers

Even after a second year of coaching student teachers, Israeli mentors did not indicate that they gained from their coachees. The questionnaire supports comments documented during CA dialogues which revealed that BBC/CAs consistently see the contribution of their student teachers to them as minimal. The American UAs consistently identified over the two years contributions which their student teachers provided to them. "Opportunity for the mentor to collaborate with a novice" , "skills and awareness of reflective thinking", and "enthusiasm" are clearly the most important perceived contributions made by student teachers to cooperating teachers in both cultures. However, the magnitude of that influence is substantially different on these two items, as well as on others. Table 2 presents the 1996 data for each group in averages and rank order (on a scale from "0=very little contribution" to "4=great contribution"):

Table 2

Averages and Rank Order of

Student Teacher Contribution to Cooperating Teacher

AREA OF CONTRIBUTION	UCI UAs		BBC CAs	
	Average	Rank	Average	Rank
Enthusiasm	3.5	1	1.0	3
Opportunity to Collaborate	3.3	2	1.6	1
Reflective Mirror	2.90	3	1.2	2

Innovative strategies for teaching	2.90	3	0.3	7
Knowledge of subject matter	2.92	4	0.7	4
Technology expertise	2.7	5	0.3	8
Insights about individual students' background	2.5	6	0.6	5
Assessment strategies	2.3	7	0.5	6
Sheltered language insights	1.3	9	-	-
Bilingual skills/strategies, immigrant students	0.9	10	0.2	10
Working with mainstreamed students	-	-	0.2	9

UCI/UA's commented on the questionnaire:

- *Really did a great job with technology! You should see her kid's powerpoint projects! Terrific! (secondary UA)*
- *Teachers are always learning--maybe that's another reason it's a pleasure to have a student teacher. (elementary UA)*
- *She helped me with technology. She was very knowledgable when it cam e to computers and software. (elementary UA)*
- *My student teacher was willing to help set up my computer lab. (elementary UA)*
- *Super that my student teacher speaks Spanish! She built a rapport with Hispanic students and parents that I was unable to attain--wonderful! (elementary UA)*

No comments were offered by BBC/CAs.

When presented with their own data, the Israeli teachers agreed with the emerging picture in both years:

- *I want to tell you that my student teachers in the second semester were not cooperative, so I had nothing to learn from them.*
- *...from year to year novice teachers are getting worse...they come to me for a job interview and they don't know basic things: classroom management, observations, teachers' file..so, many times there is nothing to take from them...once student teachers used to bring innovations to the schools, but today it is the opposite."*
- *We did not use their expertise in computers, because last year we did not have computers and this was not important to us.*
- *It should have been planned as an assignment around a project where the student teachers teach us...we did not understand this (potential contribution of student teachers) but now we understand the meaning (of mutual learning).*

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A variety of explanations illuminate why the Afek teachers did not perceive meaningful contribution to them by student teachers: (1) lack of knowledge (which may be a reflection of student teachers who are college freshman, yet many are older than U.S. college freshman. Most Israeli's, female and male, fulfill military commitments between high school and college), (2) no match between what interests the teachers and what the student teacher could teach her, (3) delayed internalization of the "mutual learning" concept, (4) insufficient time for coaching student teachers. One cooperating teacher, however, stated:

- *I want to say that I took many ideas from my student teacher on portfolio development and applied it in my class with the students in the preparation of the portfolio.*

It seems that circumstantial reasons and the need for more explicit and structured opportunities for student teachers' contributions played a major role in the perceptions of the Israeli teachers. The following discussion suggests ways to overcome these difficulties in the future:

CA1: *Now I think we ought to begin (the collaborative process between the College and the school) the other way around. We have to start (collaborating) in late August (before school begins on September 1st). We need to talk about the theoretical side and provide the teachers with theoretical background and tools. In addition, we need to team pairs of teachers who could cognitively coach each other. I think this moves us a step forward. This is a process one needs to experience first with himself then with a colleague and only later with a student teacher.*

CA2: Right. When a teacher has someone who observes her and then talks to her on things afterwards...

CA1: Right. Someone like (CA2), for example, you could tell her anything. I think the student teachers have to be in school from September (rather than November), so the personal bond would be stronger.

UCI/UAs offered the following comments when introduced to the data at a "UA Dialogue" meeting:

UA1: I feel the student teacher contributes enthusiasm for teaching. It is contagious. My student teacher has a new outlook.

UA2: Concerning "Innovative Strategies for Teaching..." UCI students have contributed greatly to my ways of teaching subjects. That is, UCI's young students bring with them such great, new, exciting and innovative ways of teaching. I love learning from the UCI student teachers. Enthusiasm and great classes offered to these UCI students can only bring great strategies to the UAs.

UA3: It is always enjoyable and thought-provoking to dialogue and collaborate with someone else in the teaching field. It has been exciting to see (my classroom) program through someone else's eyes. I suggested a lesson...She made an excellent unit out of the suggestion with lessons on sharing and friendship. She spent a great deal of time planning...Seeing and feeling her enthusiasm produced similar enthusiasm in me and this is a lesson I will repeat next year. It is seeing my profession through the eyes of a new teacher, as I once saw it myself!

UCI/UAs were also introduced to this data in separate interviews. One examined each item carefully and said as she pointed to each item,

Yes, yes,... I am getting enthusiasm. I am getting an opportunity to team-teach. Yes, yes...

Another UCI/UA commented:

It's fascinating to see the match from one year to the next. ...I love seeing what other UAs are thinking and saying. I think you should show this at student teacher orientation. It would be such a "turn on"....Show this to the principals, so they will know what a teacher could get out of this experience. If they have a teacher who is not going to be willing to give time and freedom to the student teacher, then those teachers should not be asked to have a student teacher. This information could help clarify in the principal's mind which teachers to invite.

C. Influence of the Coaching Experience on the Cooperating Teachers' Work in their Own Classes

Cognitive Coaching is a way of thinking and behaving in an interactive situation. Therefore, we decided in collaboration with UCI/UAs in the the first year of this project to explore whether UAs, and eventually CAs, who learned about the Cognitive Coaching approach and implemented it with student teachers, applied its strategies with their own students. This exploration was built on the assumption that a coach's understanding of and empathy with this approach would naturally transfer into the classroom. Initial data from Afek Elementary (Israel) did not strongly support this assumption although responses over time indicate a slight positive change.

Data from the California schools have been more supportive of this assumption throughout the collaboration. Although differences exist in the magnitude of the perceived impact between the two groups, it is important to note that their priorities are similar. There is a certain degree of "spillover" into the classroom from coaching student teachers: (a) more on-going reflective thinking by the teacher; and (b)

application of Cognitive Coaching skills such as, listening, asking inquisitive questions, providing non-judgmental feedback and collecting focused data about students.

Table 3 presents the questionnaire data for 1996 in both countries in averages (on a scale from "0=did not experience as a UA/CA" to "4=definitely experienced as a UA/CA") and rank order.

Table 3

Impact of Coaching Experience on my work in my own classroom

AREAS WITHIN CLASSROOM	UCI UAs		BBC CAs	
	Average	Rank	Average	Rank
Reflecting more often in planning and and implementation	3.0	1	1.8	1
Using Cognitive Coaching techniques with student in the classroom	2.6	2	1.5	2
Reassessing classroom management and discipline strategies	2.6	2	1.3	3
Using instructional technology more frequently and effectively	2.4	3	0.5	4
Collaborating more with other teachers	2.4	3	0.3	5

The Afek teachers did not wait to see the data representing their responses to this issue in 1996. In fact, they addressed it immediately in the beginning of the reflection session when data for the first issue were introduced. Moreover, throughout the entire four-hour reflection session, their reactions, feelings and thoughts about this issue kept surfacing in different contexts. It is clearly the most powerful issue for them of all the areas explored in this study. For example, five minutes into the reflective discussion, when looking at the 1995 data for teachers' contribution to student teachers, the following conversation took place:

CA1: *When we talk (now) about concept mapping and evaluation as we do we make things quantifiable (supported by collected data) and so we make it easier for ourselves.*

CA2: *I know that I was very influenced (by the Cognitive Coaching process) and my writing process was influenced, too. Before every assignment, I give the children , when I plan it in my head, I ask myself all the time questions in a magnitude much stronger than in the past. In the past, I might not have done it at all. In the classroom, I do a lot of reflection on myself and the kids. In some assignments, I do the reflection with them. It is truly an improvement on both sides.*

The '95 data showing that the mentors found no impact of the collaborative process on them as teachers surprised them, and there was slight relief when the more positive perceptions of '96 were presented. In other words, the CAs have adopted the philosophy behind Cognitive Coaching and use it in other instructional contexts than the mentoring of student teachers. Some representative comments are:

CA1: *Well, this (the '96 data) looks much better than the "nothing" in '95...I am convinced that if the questionnaires would have been given today the responses would have been completely different.*

CA2: *I do not remember answering this question on the questionnaire...when you are in this process you don't have time to think about things.*

CA3: *This year I have teachers coach me when I teach. I know how to interpret the data she collects about me and change my behavior. I show her what I do in class and we discuss things based on her observations (the school principal)"*

One UCI/UA commented briefly after examining the UCI data:

The Cognitive Coaching model has prompted me to be much more analytical of my own teaching.

Another UA commented during an interview:

...I think that the Cognitive Coaching model is the centerpiece of the whole UA-new teacher relationship. That has a huge impact on good behavior, thoughtful behavior in the classroom. better thinking happens when you can talk about your ideas. I always feel I can do a better job if I can talk about what I've read with another colleague or talk about what I want to do in the classroom with kids. And I've come to value that so much that I've come to think one teacher teaching all sections of a class (in a secondary school) can be a negative force in program development and program maturity. That person gets to make all the decisions alone, and there's not a creative tension going on, then I don't think the program will be as good. The use of this kind of thoughtful coaching with students is so powerful, and I don't always do it, but I know that I get better results when I do. I at least have an awareness that makes me feel guilty if I don't ask questions instead of telling. Sometimes I end up telling because the bell is going to ring, but I'm always sad that I didn't lead them to think their way to a point of knowing.

.....

The new generation of teachers is definitely affecting our ways of dealing with technology. They're not afraid . They're enthusiastic. It is a norm to use technology. They are having a wonderful impact on schools. It is much less threatening for a veteran teacher who grew up in a technologically free environment to learn how to use a computer with one person, rather

than have to admit in front of a whole group that they don't know. We learn by watching and learning as friends.

.....

I think that if you've had a really positive collaborative experience with a student teacher,...you know what it can do and you might be more willing to support a school-wide collaborative environment, because everybody is going to have to buy in if that's going to work.

Another UCI/UA commented with enthusiasm:

Coaching has influenced my questioning with my kids! (in the classroom) Definitely, I ask questions with more depth. I know questioning has been important in our district. We want children to think deeper and get more into things. I definitely ask questions more.

D. Influence of the Coaching Experience on the Cooperating Teachers Beyond the Classroom

The assumption of possible influences of the coaching experience IN the classrooms extended here BEYOND the classroom. The impact may or may not enter the professional and personal life of the cooperating teachers. BBC/CAs'questionnaire data in 1995 and 1996 are reserved and demonstrate no or low influence with a slight increase over time. The UC UAs felt early-on that the coaching experience translates into various dimensions of their private and professional lives:

1995 UCI/UA: *It was a wonderful experience that left me feeling that I had attained a higher levl of professionalism.*

Categories of possible effects beyond the classroom are presented in Table 4 in averages (on a scale from "0=did not experience as a UA/CA" to "4=definitely experienced as a UA/CA") and rank order:

Table 4

Impact of the Coaching Experience on my Professional and Private Life.

AREAS BEYOND THE CLASSROOM	UCI UAs		BBC CAs	
	Average	Rank	Average	Rank
A. Professional Life				
More committed to quality teacher education	3.3	1	2.0	1
Validation as a colleague working with uni/college	3.1	2	0	6

Renewed enjoyment/enthusiasm about teaching	3.1	2	1.2	3
Increased respect for university/college faculty	2.9	3	1.3	2
Considering teacher education as a future career	2.0	5	0.5	4
More motivated to invest in the profession	2.4	4	0.3	5
B. Private Life				
Experienced sense of pride as an individual	2.9	1	0.8	1
More effectively helping people to do their own thinking/problem solving	2.8	2	0.5	3
Demonstrating more respect in realtionships	2.8	2	0.4	4
Communicating/interacting with others more confidently	2.5	3	0.6	2
Change attitudes in dealing with family members	1.9	4	0.4	4

Comments from UAs and CAs:

- *As a high school teacher, college professor, academic coach, and study tour guide, I invest 90% of my life in education, so I am always interested in promoting the quality of teacher training.(secondary UA)*
- *My attitude and its application were definitely affected by the work with my student teacher. She was so professional. This gave me opportunity to reflect on many aspects of teaching.(elementary UA)*
- *Very content as elementary teacher. Not interested in new career choice.(elementary UA)*
- *I'm a pretty motivated teacher already! (elementary UA)*
- *Coaching seems an obvious thing to me. In the same way I guide students, I guide the student teachers. (BBC/CA)*

The extent of impact beyond the classroom is more evident with the American cooperating teachers than with the Israeli cooperating teachres. This is so especially when we try to reach into the domain of "private life", but there are a few common perceptions across cultures: (a) in both cultures, the commitment of quality teacher education has increased as a result of the involvement in the PDS project; and (b) collaboration with university or college faculty in the preparation of future teachers increased mentors' respect for these teacher educators. Such developments, however, do not seem to be leading teachers to consider teacher education as a career choice.

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The more qualitative data collected in Israel, provided voluntarily and in the dialogue meetings, show a clear influence:

- *Cognitive Coaching helped me a lot in working with N. (a reading specialist who assists the school) and A (the school principal) (June, 1995 dialogue)*
- *I learned from this experience about myself. I do reflection on myself. (June, 1995 dialogue)*
- *The ability to do non-judgmental reflection is the best thing in my opinion. (June, 1995 dialogue)*
- *It (Cognitive Coaching) is very powerful and it helped me in dealing with the faculty, students, and others. (May, 1996 dialogue)*

Similar and even stronger comments were said over and over again in the reflection session in January, 1997, with Israeli teachers. Even before the relevant data were presented to them, the teachers expressed the lasting effects of their coaching experience with coaching student teachers on their interaction with others. The following comments demonstrate the serious limitation of using questionnaires to reflect perceptions. Israeli teachers said that the questionnaires either were not appropriately interpreted by the respondents or were not carefully filled out by them. Sample comments:

- *I do not think enough time passed to internalize things and use them beyond the school. I think that another year in this process could help internalize things better and then it would be expressed beyond the classroom.*
- *We do not want to take anything (from school) home.*
- *Being able to listen and reflect has nothing to do with schooling and the work you take home. I do think that you take with you these things home. Reflection is a wonderful tool to use as human beings.*

It is evident from the reflection session that the questionnaire did not reflect the Afek mentors' awareness and interest in the private rather than the professional areas that influenced them beyond the classroom. These seemed to be strong preoccupation on the teachers' part with themselves in this complex process.

UCI/UAs commented:

- *This experience as a UA has given me lots more confidence. I would respond very strongly to how this has had an impact on me.*

• *I do use this coaching at home...*

In examining their own data, cooperating teachers have a unique opportunity to analyze retrospectively the process that they experienced in the PDS partnership with a teacher education program. Mentors from Afek (Israel) said that only through the discussion about the data have they come to grips with their new role and begun to realize the potential of transferring the experience into more remote and hidden aspects of their lives ("talking" seems to be a most important component in developing such partnerships" Marilyn Johnston, 1996).

<u>Cross-Cultural Reflections (1996-97)</u>

As a cross-cultural collaboration, UCI/UAs and BBC/CAs were exposed to the data from each group. UAs and CAs had expressed a desire to examine, reflect, and speculate on the cross-cultural data. Some of the UAs and CAs who provided assistance in writing this paper saw this as a first step in learning from UA/CA colleagues in another culture. The cross-cultural interpretations and speculations provide insights about current perceptions (real or imagined, fact or fiction) which can serve as a basis for conversations and future learning through interacting with teacher colleagues from another culture.

Major insights generated by the Israeli teachers about the "comparative" data were:
1) "The grass is greener abroad": *Working conditions of teachers in the U.S. are very different from those in Israel, e.g, team work in the school, a few teachers in each school who teach the same subjects, etc. These preconceptions and images are primarily based on visits in the U.S. and messages from the media.*
2) "The pressure pot": *Life in Israel is more hectic and pressured than in the U.S. Everything is done under harsh time constraints and even at night teachers are busy with school obligations and commitments. Hence, lack of time seems to be more of a problem in Israel than in the U.S.*
3) "Teaching as an occupation and not as a profession": *The professional image of the profession is low in Israel and many teachers do not see their work as more than a job. They do not participate in staff development unless they get paid or receive credits, many are not willing to invest in their professional work, especially the young mothers, and it all depends on the personality of the particular teacher and on the school culture.*
4) "The systemic vs. selective approach": *The idea of working in one school holistically (with the entire faculty) could have been a problem because it engaged in the process teachers who had*

no motivation or interest in it (PDS). In the US, only selected teachers from many schools joined and this might have caused a "positive bias" there.

5) "Slow vs. quick entrance": *BBC and Afek had no time for negotiation of the collaboration terms, structure and pace while UCI and its PDSs have developed the partnerships over time allowing for more teacher empowerment. Many suggestions were given in the reflection session about the establishment of future PDSs in Israel.*

6) "We are special": *Afek faculty felt that their school is unique -- young staff that changes quickly (those who cannot cope with the requirements of the principal leave), a new and growing school which is involved in many innovative projects, a school that adopted philosophically and practically individualized instruxtion, etc.*

7) "Sampling": *The small sample size in Israel compared with the large sample size in the U.S. could have influenced the findings as well.*

UCI/UAs offered their insights as they examined US and Israeli data during individual interviews and in a small-group dialogue. Three teachers offered similar respondes:

- *The most interesting thing to me is the similarities across cultures...and I want to understand this more.*
- *I think the similarities in coaching outcomes is exciting and demonstrate the power of Cognitive Coaching on teacher reflection and self improvement.*
- *Looking at the data, it generally shows similar feelings about the Cognitive Coaching experience. The (data) seems to show that teachers in both countries value flexibility and adaptability and self-evaluation in their teaching.*

Another UCI/UA responded to the high ranking of "Adaptability and Flexibility" in both cultures:

> *I have a theory about that. I think it must be tied to the Cognitive Coaching model. ...it would seem that the awareness that you could actually coach someone to think flexibly and coach someone into being adaptable would supplant an older model where you would tell a teacher-in-training what to do. So when you ask, "To what degree did you contribute the following...?" its higher ranking in the second year might be a function of more awareness on the part of the UAs or CAs. That would be a desired outcome. It takes longer. Its more ambiguous. It places responsibility on the new teacher, but its much more effective in developing thinking and judgment skills. That would be more driven by the UA while the other priorities might be driven by presenting problems of the new teacher.*

One UA suggested questions which might be asked of an Israeli teacher about the data:

Are most of the children in your school from the same cultural and religious background? ...The predominance of things that have to do with order and management and even having a high priority in understanding school culture could be rooted in a desire to keep things the same and .... conserve the way things are. In the California culture, an understanding of school culture might require that someone understand how they can never really stabilize the school climate. There will be change. ...

Two UCI/UAs commented as they focused upon the Israeli student teacher contributions to CAs:

UA1. I am wondering, did they even know that they were supposed to experience mutual learning...It would be interesting to take a look at the PDS school. How was it (PDS collaboration) introduced at the beginning? I remember I felt so good about being a University Associate. I was no longer a Master Teacher, I was a University Associate. That was important to me. It was from the very beginning supposed to be a cooperative thing. Going in, I was looking for this.

UA2.: The first thing that came to my mind (by the low Israeli averages) was 'What is the time-space that is created for the relationship to exist? How much conversation and bonding and true time for sharing is there?" Because I would think that the rankings have something to do with a lack of a fully-developed relationship more than whether someone would inherently value or not value some aspect of a person's contribution....It has to do with whether or not the institution and the culture make time for a truly collaborative relationship to exist. You can't count the time when the UA is watching the person teach. All that is, is the substance of the conversation that they can have afterwards....

One UA wondered:

Why is "validation as a colleague working with the university" number 6 for them and number 2 for us.? I would wonder if in their culture teachers are already valued much more highly and not so hungry for validation as we tend to be. I've heard that in some European countries teachers are thought of as equal to or more important that doctors and other professionals . Here we contribute as a whole profession but are often treated as ...hard hat, lunch-box carrying folks.

Reflections on the discoveries and insights

The cyclic process of Cognitive Coaching applied in this study has been an exceptional experience for all of us. College/university teacher educators and academic researchers found themselves in new roles (Staff Development Liaison), i.e., coaching mentors and modeling Cognitive Coaching strategies in carrying out the research. Classroom teachers found themselves in two new roles: a mentor and a researcher. This constellation provided a rich basis for action research and a wide prism for data analysis and interpretation.

The action research project which was initiated at UCI in Fall, 1993, has provided insights related to the changing role of the cooperating teacher within the UCI and BBC PDS collaborative teacher education programs. The primary research goal which emerged through the collaborative, action-oriented process was to examine the perceptions of UCI and BBC cooperating teachers within each culture and across cultures about their changing role to that of University and College Associates (UAs and CAs) working collaboratively with each teacher education program. The questions which emerged were designed to reflect the mutual benefits imbedded in the Cognitive Coaching process which UAs and CAs were expected to implement in their new roles: (1) What contributions do teachers provide to the student teacher and what benefits do they draw from collaborating with a teacher-in-training? (2) Does coaching have any effect on the teaching and professional life of the cooprating teacher?

Teachers' feedback as documented in this paper provided many examples of contributions which have been exchanged between student teachers and UAs/CAs as new roles emerged. Teachers in the UCI/PDS and BBC/PDS program provided evidence over time of contributing: "discipline/classroom management", "adaptability/flexibility", "ideas for lessons and units", and "understanding of school climate and culture" . Teacher responses suggested that student teachers contributed: "enthusiasm", "an opportunity to collaborate", "a reflective mirror", and other areas.

A few hidden insights emerged from the study. First, the new role of cooperating teachers needs a long time to develop. Two years of intensive work can probably create a solid basis, but more experience is required to acquire the skills and understanding of mentoring. Moreover, the Israeli teachers clearly stated that only when being disengaged from the mentoring role and after having some distance to examine their new role did they begin to appreciate it and internalize its meaning. UCI/UAs shared that they recognized the importance of staying active as UAs to maintain the coaching

skills and other aspects of mentors. They also expressed the need for (1) an occasional "time out", (2) time to be with their class for a full year, (3) time to reflect. Time seems, therefore, to be a crucial component in the process.

Second, one does not become a sophisticated and effective mentor without some training and on-going support. There are probably many exceptions to this generalization, and there are many teacher educators who do not believe in preparing teachers for their new role as cooperating teacher in PDSs. We gathered ample evidence in both countries that a classroom teacher needs support in developing understanding and empathy for the new role as student teacher mentor and needs to acquire tools useful in the implementation. We do not know the best way to prepare mentors, but we have discovered the significance of using the approach we applied – Cognitive Coaching.

Third, Cognitive Coaching seems to have an impressive impact on mentors in their interaction with student teachers, in their own classes and beyond their work as teachers in the school. Many teachers in our study stated on different occasions the power of implementing the conceptual frameworks and the practical guidelines offered through this approach.

This brings us to the fourth point. Partnerships between preservice programs and PDSs do have a certain positive impact on K-12 education. We know that mentors are much more reflective in their own teaching, they feel better about themselves as professionals, and they gain knowledge, ideas and assistance from student teachers. Also, such partnerships help commit cooperating teachers to teacher education and broaden the spectrum of who is a teacher educator.

Fifth, successful partnerships between college/university and PDSs are dependent upon many factors. In our study a few were identified: (1) a well-planned annual schedule; (2) allocation of time blocks for coaching; (3) mutual development of the program; (4) the need to bring university/college faculty to share their expertise with the school; (5) guidelines for selection of mentors; (6) time to talk and reflect in small groups of mentors; and (7) on-going clarification of the mentor's role, the faculty advisor's role, and the SDL's role.

Finally, the UCI/UA and BBC/CA rich responses during their interpretations in 1996-97 of questionnaire data collected between 1994-1996 provided insights about the limitations of exploring teachers' perceptions through the use of questionnaires. Teachers welcomed the opportunity to be heard, and their voices provide a more in-depth understanding of the changes which have occurred in their role from master teacher to University/College Associate.

Lingering Questions

Many insights were gained throughout this project, but questions linger. Two primary areas have been suggested for future inquiry within the UCI and BBC programs.

Data was collected from student teachers in 1996, but it did not fit into the context of this paper. A future goal of the researchers is to explore, "How will student teacher data shed light on the discoveries and insights described in this paper?"

Finally, it is imperative that we continually pursue the primary goal of the UCI/PDS and BBC programs, i.e."...improve education for K-12 students and teachers of tomorrow." This study focused on documenting a process which focused on teacher education. A lingering question remains, "How do improvements in teacher education through partnerships with K-12 schools have an impact on student learning in the partnership schools?" Studies have only begun to examine this issue. (Houston, et. al, 1997) "Despite efforts to define and describe how a PDS might be evaluated...and despite a tremendous expenditure of energy and resources, there are very few studies on the effectiveness of PDSs." (Pine, 1997)

APPENDIX A

UCI 1994/BBC 1995 Questions

Item 1:

Please list specific contributions you and your student teacher exchanged this year.

a. One or two UA/CA contributions to student teacher.

b. One or two student teacher contributions to UA/CA.

Item 2:

Which aspects of your training and experience as a UA/CA have influenced your work as a teacher in your own classes? Please provide examples.

Item 3:

How has your involvement as a UA/CA had an impact upon you s a professional beyond the classroom?

APPENDIX B

Part One: UCI 1996 Questions*

Item 1. "Mutual learning" is a second goal of Cognitive Coaching.

1a. Please use 0-4 to indicate the degree to which *you contributed the following to your Student Teacher:*

0 1 2 3 4

Very little contribution----------Great contribution

_____•*Alternative instructional theories/styles (pedagogical deliberations)*
_____•*Assessment strategies*
_____•*Bilingual skills and strategies, spoke second language*
_____•*Classroom discipline, behavior management strategies*
_____•*Flexibility/adaptability*
_____•*Grouping techniques*
_____•*Ideas for lessons/units*
_____•*Insights about students' background, cognitive development*
_____•*Organization, record-keeping, time management techniques/tools*
_____•*Sheltered language insights and strategies*
_____•*Social and affective issues*
_____•*Subject matter knowledge*
_____•*Understanding of school climate and culture*
_____•*Use of materials and media*

COMMENT:

1b. Please use 0-4 to indicate the degree to which *your Student Teacher contributed the following to you:*

0 1 2 3 4

Very little contribution----------Great contribution

_____•*Assessment strategies*
_____•*Bilingual skills and strategies, spoke second language*
_____•*Enthusiasm*
_____•*Innovative strategies for teaching*
_____•*Insights about individual students' background, behaviors...*
_____•*Knowledge of subject matter*
_____•*Opportunity to collaborate, team teach*
_____•*"Reflective mirror" (Helped UA reflect /self-evaluate UA's strategies)*
_____•*Sheltered language insights and strategies*
_____•*Technology expertise*
_____•*Updated psychological understanding of students*

COMMENT:

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Item 2. University Associates reflected during 1993-95 dialogues and questionnaires upon the impact of coaching on their own teaching and professional life. Please write 0-4 to *indicate the degree to which you experienced the following as a result of your UA experience.*

0 1 2 3 4

Did not experience as UCI University Associate ---------- Definitely experienced as UCI University Associate

A. Attitudes and perceptions

___Renewed enjoyment and enthusiasm about teaching in the classroom

___Increased respect for the university faculty

B. Pragmatic applications

___Cognitive coaching techniques were used with students in the classroom.

___Technology is being utilized more frequently and more effectively.

___Reflection is being used more often in lesson planning and implementation.

___Approaches to time planning, classroom management, and discipline are reassessed.

___Instructional ideas are being brainstormed with other teachers more frequently.

C. Professional considerations

___Validated as a colleague by the university.

___Considering teacher education as future career choice.

___More commitment to the development of quality teacher education.

D. Human relations

___Improved social interaction and communication skills.

___Better equipped to help people do their own thinking and problem solving.

___More respect demonstrated in relationships with others.

E. Personal reflections

___Sense of pride as an individual.

___Change in attitudes in dealing with family members.

___Motivation to invest in the profession.

COMMENT:

BBC 1996 Questions*

Item 1. "Mutual learning" is a second goal of Cognitive Coaching.

1a. Please use 0-4 to indicate the degree to which *you contributed the following to your Student Teacher:*

0 1 2 3 4
Very little contribution----------Great contribution

_____•*Alternative instructional theories/styles (pedagogical deliberations)*
_____•*Assessment strategies*
_____•*Dealing with new immigrants*
_____•*Dealing with mainstream children*
_____•*Classroom discipline, behavior management strategies*
_____•*Flexibility/adaptability*
_____•*Grouping techniques*
_____•*Ideas for lessons/units*
_____•*Insights about students' background, cognitive development*
_____•*Organization, record-keeping, time management techniques/tools*
_____•*Subject matter knowledge*
_____•*Understanding of school climate and culture*
_____•*Use of materials and media*

COMMENT:

1b. Please use 0-4 to indicate the degree to which *your Student Teacher contributed the following to you:*

0 1 2 3 4
Very little contribution----------Great contribution

_____•*Assessment strategies*
_____•*Dealing with new immigrants*
_____•*Dealing with mainstream children*
_____•*Enthusiasm*
_____•*Innovative strategies for teaching*
_____•*Insights about individual students' background, behaviors...*
_____•*Knowledge of subject matter*
_____•*Opportunity to collaborate, team teach*
_____•*"Reflective mirror" (Helped UA reflect /self-evaluate UA's strategies)*
_____•*Technology expertise*

COMMENT:

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Item 2. Cooperating Teachers in other places in the world indicate that there is an influence of the coaching of student teachers on their own teaching and on their professional life.

Please write 0-4 to *indicate the degree to which you experienced the following as a result of your 1996 UA experience*.

0 1 2 3 4

Did not experience as UCI University Associate ---------- Definitely experienced as UCI University Associate

A. Attitudes and perceptions

___Experienced renewed enjoyment and enthusiasm about teaching in the classroom.
___Developed an increased respect for the university faculty.

B. Pragmatic applications

___Using Cognitive Coaching techniques with students in the classroom.
___More frequently and effectively using instructional technology.
___Reflecting more often in planning and implementation.
___Reassessing classroom management and discipline strategies.
___Collaborating more with other teachers.

C. Professional considerations

___Experienced validation as a colleague working with the university.
___Considering teacher education as future career choice.
___More commited to the development of quality teacher education.

D. Human relations (Can also be in daily life, family life, etc.)

___Communicating and interacting with others more confidently.
___More effectively helping people do their own thinking and problem solving.
___Demonstrating more respect in relationships with others.

E. Personal reflections

___Experienced sense of pride as an individual.
___Changed attitudes in dealing with family members.
___More motivated to invest in the profession.

*Differences in the items are a reflection of either (1) language that would more closely reflect the context/environment in which the question was asked or (2) wording that changed as translations from Hebrew to English and vice versa were exchanged.

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APPENDIX C

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